ELSEVIER

International Journal of
Educational Research 39 (2003) 905–910

International Journal of
Educational
Research

www.elsevier.com/locate/ijedures

Subject index for vol. 37 (2002)

Activity theory 36–40, 86–88
Australia
  mathematics teacher education 107, 110, 211–226
  motels and hotels 1–40, 85–105
    workplace competencies 1–40, 85–105
  second language instruction 233, 305–322
Austria, second language instruction 233, 244–270

Belgium
  school composition (student mix) and peer effects on learning 495–496
  second language instruction 233, 271–283

Canada, second language instruction 233, 237–252, 289–299
China
  history education *See* History education, China
  mathematics achievement 179
  mathematics education 115, 118–120, 125, 126, 179–193
  mathematics teacher competence 108–109, 113, 114, 118–121, 125–126, 128, 180
  mathematics teacher education 107, 179–193, 230
  political history, 1949–1996 545–561
Communities of practice for teachers *See* Teacher learning communities
Computer database software usage, competencies and skills 47–64

East Asia
  See also China, Hong Kong, Japan, Taiwan
  mathematics education 126, 127
  mathematics teacher competence 108–109, 114, 126, 128
  teaching of history compared to history teaching in Europe 537–541
    See also History education, East Asia
England, history teaching compared with history teaching in Japan 623–641, 648
  See also History education, England
Europe, teaching of history compared to teaching in East Asia 537–541

Foreign language instruction *See* Second language instruction

Germany, mathematics teacher competence 108

doi:10.1016/j.ijer.2004.10.008

Greece, mathematics teacher education 146

History education
China 545–566
curriculum content and revisions, 1949–2001 548–562
national identity and 562–564
political ideology and official history 545–566
East Asia 537–544, 644–647, 647–651
See also China, Hong Kong, Japan, Taiwan
national identity issues and 537–544, 644–647
nationalism and 537–544, 644–647
philosophies and purposes of history education 647–651
suppression of negative information about national history 539, 645
teaching of history compared to teaching in Europe 537–541
England 623–641, 648
history teaching compared with history teaching in Japan 623–641, 648
teaching about empire and imperialism compared with teaching and empire and
imperialism in Japan 623–641, 648
Hong Kong 587–602
curriculum development
local history vs. British history 587–589, 600
local history vs. Chinese history 589–600
development of sense of local identity 588–590
Japan 603–622, 623–641, 648
history teaching compared with history teaching in England 623–641, 648
national identity and history education 627, 628, 638
production and selection of textbooks
governmental history textbook censorship and control, 1950–2002 603–620
textbook selection processes 603–620
teaching about empire and imperialism compared with teaching about empire
and imperialism in England 623–641
teaching about history of Japanese Empire, 1895–1945 623–641
Taiwan 567–586, 644, 647–651
curriculum revision and development, 1950–2001 572–585
textbook content 580–585
national identity 567–572, 583–585
and history curriculum 568–569, 583–585
values and purposes of history education 644, 647–651
Hong Kong
history education *See* History education, Hong Kong
mathematics education 114–125, 126–128
mathematics teacher competence 113–128, 228
mathematics teacher education 107, 113–128
political history, 1950–1999 588–590

Japan
censorship of history textbooks 603–622
See also History education, Japan
history teaching compared with history teaching in England 623–641, 648
mathematics teacher competence 108

Korea
mathematics education 114–125, 126–128
mathematics teacher competence 108, 113–128, 228
mathematics teacher education 107, 113–128

Language immersion programs 237–253, 274, 289–299, 324
benefits and disadvantages of 237, 274, 289, 324
Canada 274, 289–299, 324
Literacy and communication skills, in workplace situations 17–28

Mathematical thinking
See also Numeracy
children's
Children's Mathematical Thinking Experience (CMTE) course, for teachers 195–210
use of mathematics assessment interviews 211–226, 229
Realistic Mathematics Education (RME) theory 161, 164–165
workplace competencies, numeracy 1, 7, 9–10, 12, 29–40
Mathematics achievement
China 179
East Asia 108, 113, 127–128
interest in cross-national assessments 107–108, 227
United States 179
Western countries 108, 113
Mathematics education
curriculum
China 179–193
Singapore 133
educational system structure
Singapore 131–132
Taiwan 109, 148, 181–182
instructional methods
China, Shanghai 115, 118–120, 126
East Asia 126
Hong Kong 114–125, 126–127
Korea 114–125, 126–128
Singapore 133
United States 180–181
Realistic Mathematics Education (RME) theory 161, 164–165
teacher preparation *See* Mathematics teacher education
teacher workload
China, Shanghai 125
East Asia 127
Hong Kong 125, 126, 128
Korea 125, 126, 128
United States 125
Mathematics teacher competence 107–112, 113–129, 180, 227–232
China 108–109, 180
China, Shanghai 113, 114, 118–121, 125–126, 128
East Asia 108–109, 114, 126, 128
Germany 108
Hong Kong 113–128, 228
Japan 108
Korea 108, 113–128, 228
United States 108–109, 114, 125
Mathematics teacher education 107–232
Australia 107, 110, 211–226
courses for educators of teachers
case study method 161–178
multimedia courses 109, 161–178
Hong Kong 107, 113–128
Korea 107, 113–128
preservice preparation of teachers
case study method 161–178
China 107, 179–193, 230
Greece 146
multimedia courses 109, 161–178
Netherlands 107, 161–178
Realistic Mathematics Education (RME) theory 161, 164–165
Singapore 107, 109, 131–143, 228, 230

study of children's mathematical thinking
Children's Mathematical Thinking Experience (CMTE) course 110, 195–210
Early Numeracy Research Project (ENRP), Australia 211, 213–216
use of mathematics assessment interviews 211–226
Taiwan 107, 145–159, 228, 230
United States, California 195–210, 107
Motels and hotels, Australia, workplace competencies 1–42, 85–106

Netherlands
mathematics teacher education 107, 161–178
second language instruction 233, 343–358
teacher learning communities as aids to school reform 657, 715–732
New Zealand, school composition (student mix) and peer effects on learning
494–495, 498–500
Numeracy
concept of 29–32, 37–40
Early Numeracy Research Project (ENRP), Australia 211, 213–216
in specific workplace situations 29–40

Peer effects on learning 395–535
effects of class composition, organization, and size on peer influence and learning
449–481, 521–535
class size 467–472
multigrade classes 463–465
single-sex classes 465–467
tracking 450–463
effects of informal (ambient) factors in peer learning environment 406–409, 526
attitudes, beliefs, values 409
friendships 407–408
informal talk 406–407
self-selected groups 406–409
effects of peer influence on learning in teacher-configured small learning groups
409–413, 425–447, 521–535
models of peer influence on learning in small groups 438–439
effects of school composition (student mix) on peer influence and learning
483–504, 505–519, 521–535
problems in doing this research 484–488, 500–501
proposed model for such research 488
results of research on school composition 488–500
Belgium 495–496
Catholic schools 506–510, 516
New Zealand 494–495, 498–500
school size factors 513–515, 516
single-sex schools 510–513
United Kingdom 489–491
United States 491–494
models of peer learning environments and peer influences 397, 404–414, 523–527
psychological and social processes of peer influence 414–418
strategies for maximizing positive peer effects on learning 527–532
Problem solving
models 67–71
strategies 80–83
in workplace situations 67–84
Professional development of teachers 653–767
aid to professional identity development 737–738, 745

conditions that promote workplace learning 654
definition of 662–663
design of 663–667
evaluation of 667–670
formats for delivery of 672–674
importance of 661–670–672, 670–672
Europe 662, 663
United States 662, 663
micropolitical literacy as component of, case study 658, 755–767
relationship to school reform 693–714, 715–732
situated learning, case studies 657–658, 733–753
teacher learning communities, 654, 656, 693–714, 715–732, 735–737, 749–750, 751
as aids to school reform 653–659, 693–714, 715–732
Netherlands 657, 715–732
United States 693–714
important to situated learning, 735–737, 749–750, 751
Professionalism of teachers
job satisfaction and professional identity 682–689
teacher professional identity 655, 677–692, 737–738, 745
professional development as aid to 737–738, 745
threatened by educational reforms and "performativity" 677–692

Realistic Mathematics Education (RME) theory 161, 164–165

Second language instruction 233–394
Australia 233, 305–322
Austria 233, 244–270
Belgium 233, 271–283
Canada 233, 237–253, 289–299
English language 255–270, 305–322, 323–341, 343–351, 359–377, 379–394
French language 289–299
German language 271–283
grammar (form-focused) learning activities 237–238, 243–251, 257–258, 260–261, 267–269, 271–272, 274–282, 307–308, 315, 323–341, 343–358, 362, 371–372
interaction between student and other learners 233–236, 237–253, 274, 286–299, 305–322, 323–341, 343–358, 359–377
collaborative dialogue 286–287, 323–341, 343–358, 359–377
language immersion programs 237–253, 274, 289–299, 324
peer to peer dialogue 286–287, 305–322, 354, 379–394
reformulation 287–299
interaction between student and teacher 233–236, 237–253, 255–270, 271–283, 359–377
corrective feedback 247–251, 255–270, 271–283
negotiations 238–243, 243–251, 271, 273–275, 280–281
Interaction Hypothesis 233, 273–274, 306, 359–360, 379–381
Netherlands (Holland) 233, 343–358
Spain 233, 323–341, 359–377
United States 233, 379–394
Singapore
mathematics education 131–133, 133
mathematics teacher education 107, 109, 131–143, 228, 230
Situated cognition theory 43–45
Situated learning 657–658, 733–753
Spain, second language instruction 233, 328–341, 359–377

Taiwan
history education *See* History education, Taiwan

mathematics education 109, 148, 181–182
mathematics teacher education 107, 145–159, 228, 230
political history, 1886–1990 569–571
Teacher learning communities 654–656, 693–714, 715–732, 735–737, 749–750, 751
as aids in school reform 693–714, 715–732
Netherlands 715–732
United States 693–714
important to situated learning 735–737, 749–750, 751
Teachers
professional development *See* Professional development of teachers
professionalism *See* Professionalism of teachers
Transfer of knowledge 2, 4–6, 13–14, 18, 44

United Kingdom, effects of school composition (student mix) on peer effects on learning 489–491
United States
effects of school composition (student mix) on peer effects on learning 491–494
mathematics achievement 179
mathematics education 125, 180–181
mathematics teacher competence 108–109, 114, 125
mathematics teacher education 195–210, 107
second language instruction 233, 379–394

Values in the workplace 85–106
development of workplace norms 87–89, 95–101, 102–105
personal goals, 101–103, 104
personal values, 102, 104
values compared with attitudes 85
Vocational education 1–4, 18, 43–47, 103–105

Workplace competencies 1–106
database software usage 1, 6, 7, 9–10, 11, 12, 47–64
literacy and communication 1, 7, 9–10, 11, 12, 17–27
numeracy 1, 7, 9–10, 12, 29–40
definition 30
problem solving 1, 7, 9–10, 24–25, 67–83
models 67–71
values representation 1, 7, 9–10, 85–106
development of workplace norms 87–89, 95–101, 102–105
personal goals 101–103, 104
personal values 102, 104
values compared with attitudes 85
Workplace knowledge 1–106
generic vs. specific 1–14, 17–27, 32, 36–40, 43–45, 47, 51–64, 67–83, 85
See also Situated cognition theory